

The purpose of this study was to investigate the effects of self-instructional training on ADHD children's inattentive behavior and reading. A multiple-baseline design across subjects was employed in the study, which included baseline, treatment, and maintenance phase. Three fifth-grade subjects were taught through self-instruction to focus their attention and to enhance their reading comprehension and free recall. The data were analyzed with visual inspection and C statistic. The results indicated: the self-instructional training succeeded in facilitating the ADHD children's scores of reading comprehension.